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ABSTRACT

To examine the diversity and productivity of the Educational Consolidation and Improvement Act (ECIA) Chapter 1 Migrant Education Program, three types of information were drawn from states' applications and end-of-year evaluation reports: state program descriptive data, student service data, and student impact data. The Migrant Student Record Transfer System (MSRTS) reports and statistical information from National Education Association profiles also were used. Data were collected from the 1981 fiscal year encompassing the 1980-1981 school year (September 1, 1980-December 31, 1981). Since in 1981 Rhode Island, New Hampshire, and Hawaii did not receive grant awards, data from these states were not obtained. In addition, several states were in the first year of program operation and state data collection systems were not formulated. A review of the activities indicated that extensive, supplementary educational services were rendered to migrant children via state migrant education programs. Data indicated that in fiscal 1981: 618,526 children and young adults were eligible for service and were registered on the MSRTS (duplicated count); 392,824 children were registered with a grade level designation; 225,752 migrant children were served in regular year reading programs in 38 states; 43,450 general health screenings were provided; and 35,307 migrant children received dental screenings. (NQA)

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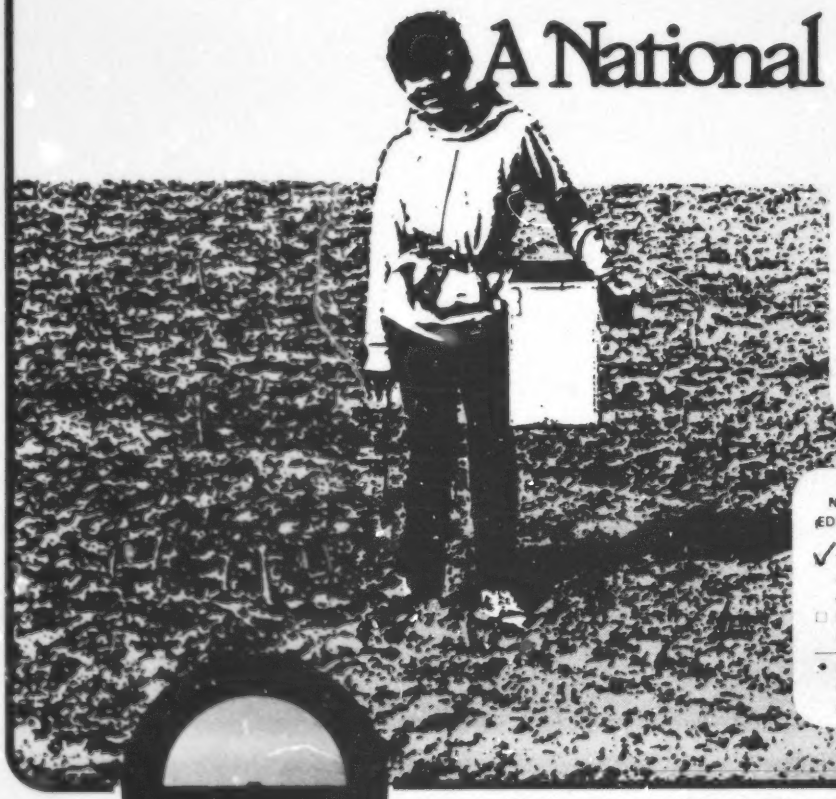
A National Profile



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February 6, 1985

Dear Friend:

The Chapter I ECIA Migrant Education Program has been in existence since 1966. In the ensuing years many states have published documents descriptive of their own migrant programs but not until now has there been an opportunity to examine the diversity and productivity of this multifaceted program.

The attached document, Program for Migrant Children's Education: A National Profile, presents a unique view of this program which operates in forty-nine states, Washington, D.C. and Puerto Rico.

Please accept this copy provided for your review. As you read the profile of this educational program, its value and contribution to our nation will become evident.

Sincerely,

William D. Ford

WILLIAM D. FORD, M.C.
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NATIONAL ASSOCIATION OF STATE DIRECTORS OF MIGRANT EDUCATION

PROGRAM FOR MIGRANT CHILDREN'S EDUCATION:

A NATIONAL PROFILE

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December, 1984

Acknowledgments

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Two units within the office of the Washington State Superintendent of Public Instruction supported this project with donations of staff time, computer services, clerical assistance and support service. These are the Testing and Evaluation Unit and the Migrant Education program office. Raul de la Rosa, Washington State Migrant Education Program Director deserves special recognition for initiating this project.

The assistance of Mr. Winford "Joe" Miller, Director, and the staff at the Migrant Student Record Transfer System also must be acknowledged. The data for Section One of the report was drawn from the MSRTS data base. Troy Rinker and Max Dyer of MSRTS contributed to the review of the report and frequently supplied information and data.

The work of two individuals needs to be cited. Cassandra de la Rosa assisted in the review of data from state reports. Vicky Bowdish supervised the production of the multiple drafts of this report in its early stages. Final draft copies were produced by the Word Processing Office of the Washington State Superintendent of Public Instruction.

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Overview

Program for Migrant Children's Education

Migrant laborers live and work in all 50 states, Washington D.C., and Puerto Rico. The children of these workers face a myriad of academic, health, and social problems due to the mobile nature of this labor force. The educational development of these children continues to be a major concern. English is often a second language. The drop out rate is high and in many cases, the migrant student is also a migrant worker.

Educational opportunities for migrant children were minimal until the passage of the Elementary and Secondary Education Act (P.L. 89-10) in 1965. This legislation authorized federal funding for the purpose of "establishing or improving state migrant education programs designed to meet the special educational needs of migratory children.." Since its inception, the education program for the children of migratory workers has evolved from a scattering of tutorial projects to an interstate network that involved over 600,000 children each year.

Congress revised education funding in 1982 with the passage of the Omnibus Budget Reconciliation Act. This legislation contained the Educational Consolidation and Improvement Act (ECIA) which extended compensatory education funding established under ESEA Title I. The current federal enactment authorizing migrant education programs is ECIA Chapter 1-Migrant (P.L. 97-35).

Administration at the Federal and State Level

The migrant education program is administered at the federal level by the U.S. Department of Education, Office of Migrant Education. This office channels federal funds through state education agencies (SEAs) for distribution to approved local programs. In fiscal 1982, the grant awards to 44 states totaled 232,434,580.

The implementation of programs that transcend state boundaries takes the concerted effort of state level administrators. In migrant education, this group is the National Association of State Directors of Migrant Education (NASDME). Founded in 1975, this group facilitates interstate programming, planning, and communication among state administrators, educators, and migrant parents.

The 51 currently operating programs are diverse--varying in size, scope, and duration. The development of state programs, however, has been guided by a set of common goals developed by NASDME. The following eleven statements form the goals for state and local programs and are extremely important in promoting educational continuity and coordination. The goals suggest that migrant education programs foster:

1. Specifically designed curricular programs in academic disciplines based upon migrant children's assessed needs;
2. Success-oriented academic programs, career options and counseling activities, and vocational skill training that encourages migrant children's retention in school and contributes to success in later life;
3. Communication skills programs which reflect migrant children's linguistic and cultural backgrounds;

4. Supportive services that foster physical and mental well-being, for migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional, and psychological services;

5. Programs developed through interagency coordination at the federal, state, and local levels;

6. A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of migrant children's academic and social skills;

7. Staff development opportunities that increase staff competencies in the cognitive, psychomotor, and affective domains;

8. A component to identify and enroll all eligible migrant children;

9. Preschool and kindergarten programs designed to meet migrant children's developmental needs and prepare them for future success;

10. Development, evaluation, and dissemination of information designed to increase knowledge of program intent, intra- and interstate program development, the contribution of migrants to the community, and the overall effect of the program; and

11. The assurance that sequence and continuity will be an inherent part of the migrant child's education program through a system which facilitates the exchange of methods, concepts, and materials, and the effective use of the Migrant Student Record Transfer System in the exchange of the student records.

These comprehensive goals serve the legislative mandate that requires the establishment of projects to meet the special needs of the mobile child. The objectives used to reach these goals are elaborated in each state's migrant education plan.

Nature of this Report

The pattern of funding and current federal education policy place the prime responsibility for establishing and accounting for quality programs on state and local education agencies. As program dollars become scarce,

migrant educators must examine existing program expenditures related to the size, scope, and quality of programs. Simply stated, concerned publics want to know the services and educational benefits derived from the federal dollars, yet there is no sanctioned method for the collection, analysis, and reporting of state service data.

The education reforms of 1982 were a major step in reducing the complexity and the paperwork involved in federal funding. Another consequence of the "new federalism" was that program evaluation measures devised in the 1970s were deleted from federal program regulations.

There is an increased need for national-level information to describe and evaluate federally funded programs in the allocation process, yet budget cutting measures and policy shifts currently prohibit federal efforts to accomplish this. Therein lies the dilemma.

The National Association of State Directors of Migrant Education faced this problem during an executive session at the Eastern Stream Conference in the winter of 1983. The Executive Committee of NASDME decided that an attempt should be made to produce a profile of the National Migrant Education Program. The purpose was to capture three important aspects of the states' migrant education programs. First, the need for programs had to be described in terms of the number of eligible migrant children. Second, the uniqueness of state programs had to be portrayed. Finally, the extent of service rendered through state programs needed to be emphasized.

Other factors were considered. In keeping with the spirit of paperwork reduction policies, a new data collection effort could not be justified. Furthermore, funding was not available for the project. The profile needed to be produced using existing data sources and in-kind contributions of staff, material, and computer time without burdening state agencies and school districts with additional requests for information.

This special assignment was accepted by the Migrant Education Program, Washington State Superintendent of Public Instruction, Olympia, Washington.

In March, 1983, three data collection matrices were developed and approved by NASDME. Computer files were established for three types of information: (1) state descriptive data, (2) student service data, and (3) student impact data. Information was drawn from existing sources of data including states' applications and end-of-year evaluation reports. The Migrant Student Record Transfer System reports and statistical information from National Education Association profiles also were used.

The review of state reports was completed in six months. A preliminary report of the data and a request for validation of the information took place at the National Migrant Conference in May, 1983. State directors or evaluators updated or corrected reports during the summer of 1983. Preliminary drafts were reviewed by the NASDME Evaluation Committee and approved by the NASDME Executive Committee in November, 1983. The final report was approved by the state directors at their annual meeting in December, 1984.

The chapters of this report are based on the three different kinds of information listed above. Section 1 describes the group of children viewed as eligible for migrant education program services. These data are drawn from the Migrant Student Record Transfer System (MSRTS). Section 2 describes services rendered through state programs. Available data on student services in basic skills and health programs are presented. The final section reviews selected state approaches to program evaluation and student assessment. A summary of migrant program services concludes the report.

Section I

The MSRTS Network and National Enrollment Data

The services of the migrant education program cannot adequately be described without an overview of the extent of the needs at the national level. The most appropriate and complete source of information on eligible students is the Migrant Student Record Transfer System (MSRTS).

The MSRTS is a national computer network which facilitates the transfer of educational and health records among school districts across the nation. To track the number, status, and services provided to these children, the MSRTS relies on input from terminal operators and records clerks in all 50 states. When a migrant child enters a state, is identified, and is deemed eligible, he or she is assigned an identification number on the MSRTS. After a record of information is assembled from eligibility forms, the data are added to the national bank of information in Little Rock, Arkansas. When a family moves from one school district to another to engage in seasonal or temporary agriculture or fishing work, a copy of the child's record is sent to the new school.

There are two types of MSRTS records, the educational record and the health record. Local school district staff use the MSRTS educational record to place the student in the appropriate grade, to diagnose learning problems, or to refer the student to special programs. The health record documents referrals, screenings, immunizations, and medical treatment. As the

student moves from school to school and receives a variety of instructional and support services, the appropriate record is updated with current information.

This section presents national data from the MSRTS for the 1981 fiscal year. The figures reported here correspond to two timeframes. Calendar year data are reported for the time period beginning January 1, 1981, and ending December 31, 1981. School year data cover the period from September 1, 1980, through August 31, 1981.

Each state's migrant student population varies as the flow of migrant laborers moves within the state and to other states. The type and timing of various harvests and availability of work determine a workers length of stay. The count of eligible migrant students, therefore, varies by month. The MSRTS produces monthly and cumulative enrollment counts by state. Table 1 lists the peak monthly enrollment, and minimum monthly enrollment by state for the time period September 1, 1980, through August 31, 1981.[1]

By examining peak and minimum enrollments, the extreme variations in state migrant children populations can be noted. California had a minimum enrollment that exceeds the combined total of all other states. Fifteen

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[1] The figures for each state, are derived from different months within the September to August time frame. Note that the data shown here and in all other parts of this report are representative of the accuracy and completeness of individual student records provided to the MSRTS.

states have months with no MSRTS registrations. Pennsylvania shows a difference of only 1,500 children in maximum and minimum enrollments. States such as Florida, Texas, Ohio, and North Carolina show extreme variations from minimum to maximum as populations swell for peak harvest seasons.

The five states with the largest migrant student populations based on this variable are in order of size: California, Texas, Florida, Washington, and Michigan. On the other end of the scale, the smallest peak load enrollments are in the states of New Hampshire (59 students), Rhode Island (83 students), Iowa (140 students), South Dakota (180 students), and Tennessee (214 students). Almost half (42%) of the states have peak load enrollment months between 2,000 and 6,000 students.

States with the largest migrant population are not necessarily the states with the largest school populations. States with an agricultural base have the highest migrant student per non-migrant student ratio. Using National Education Association state school population figures for October, 1980, and MSRTS monthly enrollments for that same month, the proportion of migrant students as a part of the state school population can be examined (Table 2). This is the only month for which figures on the general school population are available.

For some states the fall, specifically October, registered the lowest count of the students all year. These states generally have a strong spring and summer influx, but no late summer harvests. Montana and Wyoming are examples.

Table 1

Minimum and Peak Monthly MSRTS Enrollments
September 1, 1980 - August 31, 1981

State	Peak Monthly Enrollment	Minimum Monthly Enrollment
Alabama	1,421	139
Alaska	781	278
Arizona	8,382	3,249
Arkansas	8,191	0
California	117,748	39,646
Colorado	1,814	0
Connecticut	5,229	19
Delaware	2,081	793
Florida	27,241	2,608
Georgia	6,137	2,185
Idaho	2,957	0
Illinois	4,942	1,879
Indiana	2,335	329
Iowa	140	0
Kansas	1,059	0
Kentucky	2,225	0
Louisiana	5,056	0
Maine	4,479	814
Maryland	860	59
Massachusetts	9,020	374
Michigan	11,338	4,013
Minnesota	3,803	264
Mississippi	2,766	0
Missouri	2,973	488
Montana	1,328	76
Nebraska	2,008	364
Nevada	979	258
New Hampshire	59	0
New Jersey	2,060	0
New Mexico	1,742	0
New York	5,669	1,146
North Carolina	10,683	2,647
North Dakota	1,620	152
Ohio	4,854	585
Oklahoma	2,181	0
Oregon	3,521	0
Pennsylvania	2,747	1,222
Rhode Island	83	0
South Carolina	1,637	246
South Dakota	180	98
Tennessee	214	0
Texas	77,841	6,807
Utah	1,158	523
Vermont	690	120
Virginia	682	120
Washington	14,914	3,681
West Virginia	424	175
Wisconsin	1,994	351
Wyoming	995	120
Puerto Rico	4,799	0

These comparisons also allow an examination of the concentration of migrant children within the general school population of each state in October. Table 2 also lists the number of migrant students per 10,000 students in October. States with the highest concentrations during this month are: Texas, California, Florida, Washington, Arizona, and Idaho. It is acknowledged that migrant children also may be counted in the general school population figures. Because the data collection for each set of enrollments is independent, this could not be confirmed or denied. Subtraction of the migrant student enrollment figures from the general school population figures would not change figures significantly.

The nation's migrant programs are as diverse as the populations they serve. The Texas and Florida programs are large, comprehensive, and operate all year due to their positions as "home base" states. Coastal states such as Louisiana, Mississippi, Alaska, and Washington have the largest number of children of migrant fishers. The school attendance patterns of these children vary from agricultural migrants. States such as Arizona, Wisconsin, and Georgia have high rates of intra-state migration, mandating extensive district and regional coordination, whereas other states such as Utah, Montana, and Delaware experience seasonal migration at specific time periods during the year and design influx programs to handle sporadic rather than steady migrant labor shifts.

A view of the migrant streams and the states' migrant student populations is helpful in seeing program/population relationships. Figure 1 illustrates the migrant stream patterns which are impossible to perceive through a statistical review. The major streams are noted here; however, MSRTS data show interchanges of students between each and every state. Michigan, for example, has large numbers of western state migrants in addition to the southern flow shown.

Table 2

State School Enrollments and Migrant Student Enrollments
October 1980

State	October 1980 School Enrollments	October 1980 Migrant Student Enrollments	Migrant Students Per 10,000 Students
Alabama	844,671	291	3.4
Alaska	87,507	N/A	N/A
Arizona	513,000	3,202	62.4
Arkansas	447,700	2,143	47.8
California	4,055,248	29,344	72.4
Colorado	546,000	616	11.3
Connecticut	547,262	528	9.6
Delaware	99,403	410	41.2
Florida	1,522,000	9,924	65.2
Georgia	1,068,700	1,101	10.3
Idaho	203,247	1,246	61.3
Illinois	1,980,521	126	.6
Indiana	1,053,501	596	5.7
Iowa	534,538	79	1.5
Kansas	412,563	339	8.2
Kentucky	670,000	719	10.7
Louisiana	790,000	923	11.7
Maine	222,200	697	31.4
Maryland	750,188	177	2.4
Massachusetts	1,018,777	3,656	35.9
Michigan	1,870,912	2,316	12.4
Minnesota	751,197	24	.3
Mississippi	472,300	1,384	29.3
Missouri	844,648	568	6.7
Montana	155,000	0	0.0
Nebraska	280,706	0	0.0
Nevada	149,500	245	16.4
New Jersey	1,249,000	851	6.8
New Mexico	271,331	1,173	43.2
New York	2,855,750	2,492	8.7
North Carolina	1,141,699	1,628	14.3
North Dakota	116,416	16	1.4
Ohio	1,972,000	690	3.5
Oklahoma	578,000	686	11.9
Oregon	465,494	1,401	30.1
Pennsylvania	1,909,800	232	1.2
South Carolina	614,630	65	1.0
South Dakota	128,352	0	0.0
Tennessee	852,914	N/A	N/A
Texas	2,893,000	35,724	123.5
Utah	342,885	357	10.4
Vermont	95,388	398	41.7
Virginia	1,010,394	101	1.0
Washington	756,583	4,880	64.5
West Virginia	383,998	0	0.0
Wisconsin	832,844	220	2.6
Wyoming	98,304	0	0.0

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NATIONAL MIGRATORY PATTERNS 1981

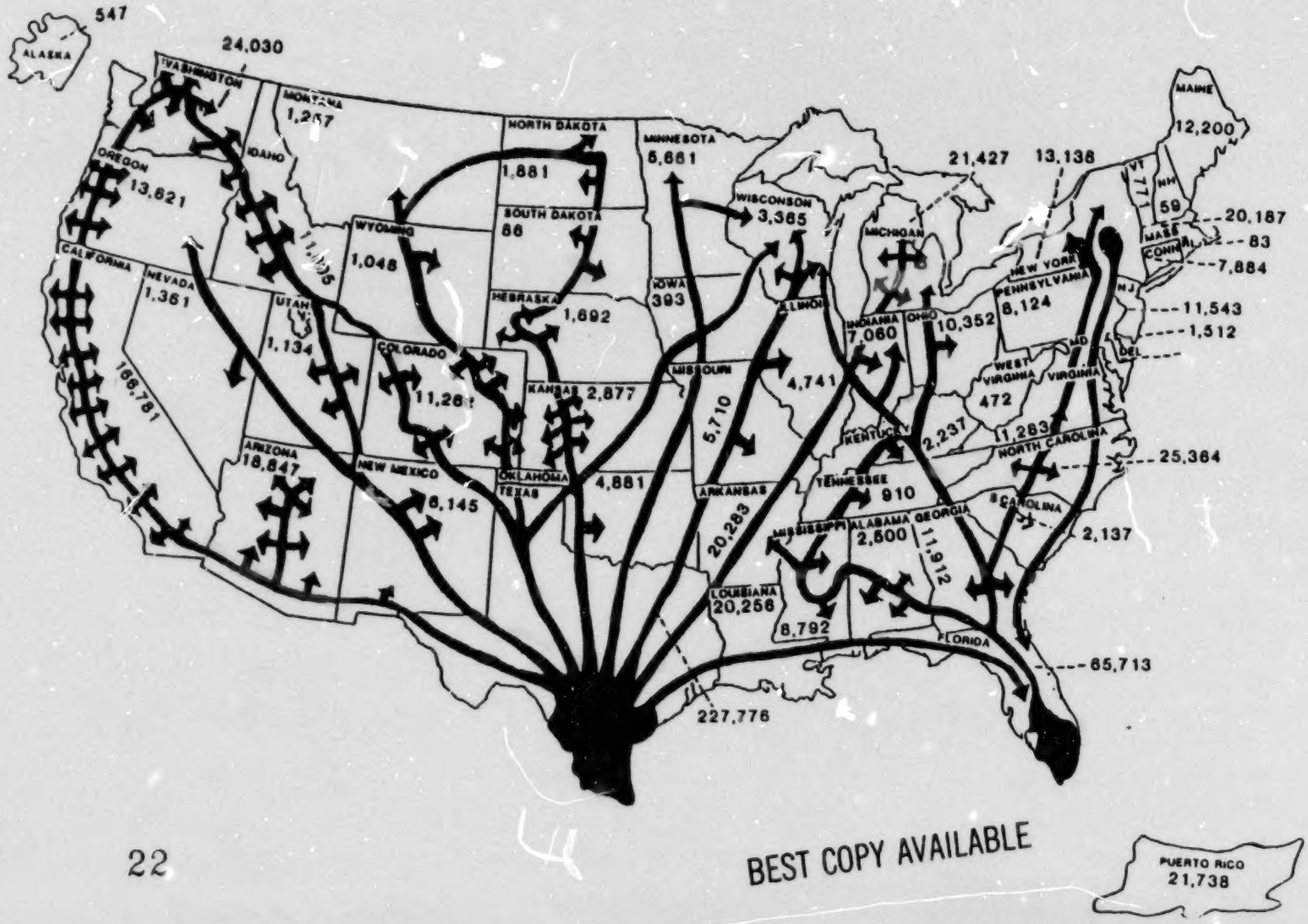

Figure 1

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Migrant Eligibility and Status

The April 3, 1980 Federal Register specifies the definition of a migrant child. Two classifications are identified "currently migratory" and "formerly migratory." The essence of those definitions are listed below.

> **Currently migratory child** means a child whose parent or guardian is a migratory agricultural worker or a migratory fisher; and who has moved within the past 12 months from one school district to another... to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity."
>
> **Formerly migratory child** means a child who was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child.

For statistical purposes, MSRTS categorizes children by six statuses that reflect variations on these basic definitions. These are:

Status I	Interstate Agricultural (Currently Migratory)
Status II	Intrastate Agricultural (Currently Migratory)
Status III	Formerly Migratory (Agricultural)
Status IV	Interstate Fishing (Currently Migratory)
Status V	Intrastate Fishing (Currently Migratory)
Status VI	Formerly Migratory (Fishing)

Table 3 lists each state's MSRTS enrollment by migrant status. The data are for the 1981 calendar year beginning January 1, 1981, and ending December 31, 1981. The majority (58%) of the nation's migrant student population is mobile (Status I, II, IV or V). The remainder (42%) is

settled-out (Status III or VI). Federal regulations currently allow program services to be given to a child for up to six years from the date that the family migrated in search of temporary or seasonal for agricultural or fishing work.

Recruitment specialists for the migrant education program note, however, that the most mobile children are the least likely to be identified and registered on the MSRTS and that formerly migrant children will be the most likely to be identified and registered.

The overwhelming majority of eligible migrant children (97%) are children of agricultural laborers (Status I, II, and III). The remaining three percent of the population are children from migrating fishing families (Status IV, V, and VI). Although children of migratory fishers make up a small percentage of the population, 29 or 57 percent of the reporting states showed children in Status IV, V and VI.

The states' MSRTS enrollments by migrant status also portray the variations in state migrant student populations. Louisiana for instance, has the largest contingent of eligible children of migratory fishers. Thirty-five percent of that state's total enrollments were Status IV, V and VI. Two states, Montana and North Dakota, exclusively serve agricultural interstate children. Overall, Status III children represent the largest percentage by category with 41.6 percent. Status I children are 37.4 percent of the population. Status IV and V together represent just 1 percent of the eligible migrant students.

Table 3
Number of Students by Migrant Status
January 1, 1981 - December 31, 1981

State	I	II	III	IV	V	VI	Total
Alabama	1,040	1,015	705	337	1	125	3,223
Alaska	117	107	11	128	433	74	870
Arizona	6,787	2,742	7,277	0	0	0	16,806
Arkansas	8,821	2,570	5,422	27	12	49	16,901
California	48,470	38,569	41,728	51	56	90	128,964
Colorado	3,640	709	2,686	0	0	0	7,035
Connecticut	1,207	173	3,366	23	0	30	4,799
Delaware	500	127	928	3	0	12	1,570
Florida	31,825	6,564	19,721	106	157	389	58,762
Georgia	2,261	2,472	4,473	36	15	107	9,364
Idaho	3,935	1,079	3,569	1	0	0	8,584
Illinois	2,282	334	1,341	5	0	0	3,962
Indiana	3,367	237	774	0	0	0	4,378
Iowa	204	15	239	0	0	0	458
Kansas	1,734	368	879	0	0	0	2,981
Kentucky	1,267	2,130	6,126	2	3	10	9,538
Louisiana	1,724	1,784	7,012	1,301	818	3,505	16,144
Maine	812	1,076	4,960	78	199	764	7,889
Maryland	1,024	38	264	10	3	17	1,356
Massachusetts	1,837	208	5,920	351	64	690	9,070
Michigan	11,049	1,466	2,722	0	17	4	15,258
Minnesota	5,667	94	306	0	2	2	6,071
Mississippi	760	1,555	3,749	287	80	1,021	7,452
Missouri	1,347	977	2,197	0	0	0	4,521
Montana	1,608	0	0	0	0	0	1,608
Nebraska	1,317	1	38	0	0	0	1,356
Nevada	776	222	317	2	4	0	1,321
New Hampshire	8	15	63	0	0	0	86
New Jersey	886	591	3,610	20	4	98	5,209
New Mexico	1,441	605	3,507	0	0	0	5,553
New York	2,925	1,918	4,161	7	0	3	9,014
North Carolina	4,459	3,041	13,591	129	61	476	21,757
North Dakota	2,078	0	6	0	0	0	2,085
Ohio	5,931	79	562	0	0	0	6,572
Oklahoma	1,935	1,554	1,575	0	0	6	5,070
Oregon	4,810	1,790	4,267	34	8	21	10,930
Pennsylvania	1,286	282	3,271	0	0	0	4,839
Rhode Island	6	0	28	0	3	2	39
South Carolina	2,389	306	38	0	0	0	2,733
South Dakota	99	9	0	0	0	0	99
Tennessee	342	96	354	0	0	0	792
Texas	42,837	32,787	77,493	162	151	993	154,423
Utah	444	68	476	0	0	0	988
Vermont	80	262	399	0	0	0	741
Virginia	1,314	4	115	0	0	0	1,433
Washington	8,674	3,934	6,715	212	118	207	19,860
Washington D.C.	0	0	43	0	0	2	45
West Virginia	203	14	219	0	0	0	436
Wisconsin	2,013	148	971	0	0	0	3,132
Wyoming	1,004	19	87	0	0	0	1,110
Puerto Rico	926	146	8,898	105	42	1,222	11,339
TOTALS	231,468	114,292	257,179	3,417	2,251	9,919	618,526
PERCENTAGES	37.4%	18.4%	41.6%	.6%	.4%	1.6%	100%

The final characteristic of program participation to be examined here is MSRTS enrollments by grade level. Table 4 provides additional information about the distribution of eligible migrant students within various grades. Data are limited, however, to those students who have reported a grade level on the MSRTS. The time period covers the 1980-81 school year and summer projects operating through August 31, 1981.

Table 4

Number and Percentage of Migrant Students by Grade

Grade	Number of Students	Percentage
K	58,362	15
1	42,862	11
2	33,994	9
3	37,468	9
4	35,534	9
5	33,954	9
6	32,519	8
7	30,552	8
8	27,973	7
9	23,417	6
10	16,376	4
11	11,581	3
12	8,232	2
TOTALS	392,824	100%

The highest number and percentage of eligible migrant students are enrolled at the kindergarten level. Over fifty-eight thousand children were enrolled in this category, or 15 percent of the total. This group may, however, contain some children in Pre-K programs for which no classification is available. The total lower elementary classification, grades K-3, has 172,686 registrants or 44 percent of the total group. As grade level increases student numbers decline by approximately 4,700 at each grade level. The high school grades have the lowest numbers enrolled, 59,606 or 15 percent in grades 9, 10, 11, and 12.

A Final Note on MSRTS Operations

Nearly 1.7 million students have been served by the MSRTS to date. Over 700 thousand student records are maintained on the data base at any given time. At the time of writing, nearly one million student records are in archives and can be recalled on the system within a 24 hour period.

The MSRTS prints and mails 1.2 million health records and 1.35 million education records each year. During 1983, this constituted 12.4 million pages of printed records. In addition, the MSRTS prints over 1,000 Computer Assisted Placement in Reading (CAPR) records per year. The CAPR project cross-refere ces reading text material with the Migrant Skills Information System (MSIS) and prints a customized record for each student.

The MSRTS processes more than 53 thousand transactions on an average working day and during peak periods of the day, the computer system of the MSRTS processes an average of 10 transactions per second. It is not unusual for the MSRTS to process well over 100 thousand per day during

the peak school withdrawal month of June and the peak school enrollment month of September. A little more than half of all the transactions processed are completed over MSRTS leased telephone lines in interactive terminals. The responses to the transactions usually are back at the terminal within seconds after they are entered. The remaining portion of the transactions are performed using IBM Personal Computers as batch terminals. The responses are available for the terminal in five to fifteen minutes after the transactions are sent to the MSRTS.

In addition to operating the network and the computer system, the MSRTS provides special reports to states on request. The staff also provide technical assistance to system users and assist states in the operation of their own intrastate computer network. The MSRTS staff regularly provide training workshops for state personnel and operate an information sharing network for state program directors.

Section 2

State Program Services

The first section of this report describes the nation's migrant student population and documents the number of migrant children enrolled in MSRTS, and describes the system's operation. Note that MSRTS enrolled children are those deemed eligible to receive program services. The limitation of program dollars makes it impossible for all MSRTS enrolled children to be served in migrant education programs. This section presents an account of the number of children who actually received service through the migrant education program during the 1980-81 school year.

Purpose of this Report of Services

As is the case with many federal programs, no uniform system for the collection, analysis and reporting of data from local or state programs has been required by law. Although there have been periodic federal studies of the migrant education program, no systematic or ongoing studies are currently authorized or funded. Attempts to report service nationally are severely hampered for these reasons.

A vast amount of information on program services is compiled at the state level. Each state reports the record of service the U.S. Department of Education in an annual report. The state is responsible for a design and data collection format that is appropriate for its state plan objectives. To date, a common set of data elements for national reporting has not been defined.

The need for a report of such services mandated the use of these available records. In keeping with the paperwork reduction effort, very little additional data were collected. The project also had to be accomplished at a very low cost. Actual expenditures for personnel, computer time, and printing were donated by individuals or were provided as in-kind project support by state education agencies.

Most importantly, ECIA Chapter 1 regulations stress that the responsibility for accounting for program services rests directly on the states, not on federal offices. With this obligation in mind, this report serves as a first attempt to review and report national data for the states' ECIA Chapter 1-Migrant programs.

The report was produced for a second reason. While the data and description of migrant education program services is limited, the report itself is offered as a prototype for future reports. Through joint federal and state efforts a systematic and ongoing data collection effort could be established for migrant education program reporting.

Some specific limitations need to be addressed. The report is based on data collected from the 1981 fiscal year encompassing the 1980-81 school year. At the beginning of this project, this was the most complete set of useable evaluation reports available from the U.S. Department of Education. The figures representing the extent of any given state's service may have changed in the last three-year period and readers are urged to consult state directors for the most current data.

Second, the data from state reports were verified by state directors and state evaluation personnel; however, contact was not made with local project directors, the original source of information.

Third, in 1981, three states, Rhode Island, New Hampshire, and Hawaii did not receive grant awards, therefore, data from these states are not presented. In addition, several states were in the first year of program operation and state data collection systems were not formulated. The number of states reporting information does not represent 50 states in most cases. The number (N) of states contributing to each total accompanies the data.

As noted in the introduction, three types of information were drawn from state reports; (1) state program descriptive data, (2) student service data, and (3) select studies of student achievement data. This section of the report presents this information.

The States' Programs

State descriptive data were available from 44 out of 47 programs operating during the 1980-81 school year. Within these states, over two thousand local education agencies operated or were serviced by migrant education programs. State programs are implemented in a variety of ways. The most common is the establishment of service contracts directly with school districts or local education agencies (LEAs). Monies flow to LEAs in the form of grant awards and each LEA hires staff to administer services. Other states with large programs use a service center model. New York, for

example, had 13 centers in 1980-81 that in turn directed educational services to 161 districts. Of the states reporting, 81 service centers were identified nationally. A third variation is service extended through a community-based organization. In Washington State, for example, Northwest Rural Opportunities receives a grant to deliver preschool services. Variations and combinations of these modes of service delivery exist in every state.

Table 5 lists the number of local education agencies in the 42 reporting states as 14,608. Two thousand six of these districts, or 13.7 percent hosted migrant education programs in 1980. States with the highest percentage of school districts with programs are Florida (51%), North Carolina (50%), Georgia (47%), Delaware (38%), and Oregon (35%).

Texas with 357 districts and California with 341 districts rank far above other states in LEA participation. Only two other states, New York and Oregon, have over 100 participating LEAs. These four states contain almost half (48%) of all participating districts. While percentage of LEAs served is not correlated with numbers of students served, the extent of participation portrays the complexity and added cost factors of the state programs with many local jurisdictions.

Table 5

Number and Percentage of Local Education Agencies
Served by Migrant Education

State	Total LEAs	Migrant LEAs	Percentage
Alabama	127	9	7.1
Arizona	229	42	18.3
Arkansas	370	99	26.8
California	1,043	341	32.7
Colorado	181	7	3.9
Connecticut	168	13	7.7
Delaware	16	6	37.5
Florida	67	34	50.8
Georgia	187	87	46.5
Idaho	115	37	32.2
Illinois	1,011	30	3.0
Indiana	305	23	7.5
Iowa	443	6	1.4
Kansas	307	18	5.9
Kentucky	181	57	31.5
Louisiana	66	33	50.0
Maine	229	69	20.1
Maryland	24	7	29.1
Massachusetts	377	27	7.1
Michigan	574	35	6.1
Minnesota	434	16	3.7
Mississippi	153	22	14.4
Missouri	546	21	3.9
Montana	553	9	1.6
Nebraska	1,010	4	0.4
New Mexico	89	28	31.5
New York	731	161	22.0
North Carolina	144	72	50.0
North Dakota	293	9	3.1
Ohio	615	27	4.4
Oklahoma	618	34	5.5
Oregon	309	108	35.0
Pennsylvania	504	9	1.8
South Carolina	92	17	18.5
Tennessee	147	7	4.8
Texas	1,099	357	32.5
Vermont	274	43	15.7
Virginia	140	13	9.3
Washington	300	56	18.7
West Virginia	55	4	7.3
Wisconsin	433	5	1.2
Wyoming	49	4	8.2
TOTALS	14,608	2,006	13.7%

N = 42

The scope of the national effort also can be documented by reviewing the number of migrant programs (projects) within each state. This figure, however, may or may not correspond to the number of LEAs offering service. A single LEA may have several projects or several LEAs may form a cooperative and host one migrant education program. Special projects that use a non-profit organization or an educational service district also may not have been reported.

Table 6 presents the available information for 42 reporting states. The number of regular programs (Sept. - June) and summer programs (June, July, August) are listed. Data on states with projects that operate the full year are not available.

In 61 percent of the states, the regular school year has a greater number of operating projects. Three states, Connecticut, Maryland, and Pennsylvania operate the same number during both terms. Nine states (22%) indicate a greater number of summer programs than regular year programs. There are approximately three regular year programs operating for each summer program.

Reporting states with the largest number of summer programs are Maine (35), North Carolina (32), Idaho (27), Michigan (26), Washington (22), and Arizona (20). Four states, Arkansas, Georgia, Kentucky, and Oklahoma reported the operation of regular year programs, but no summer programs.

Table 6

Number of Migrant Education Programs by State

State	Regular School Year Programs	Summer Programs
Alabama	3	6
Arizona	42	20
Arkansas	99	0
Colorado	16	14
Connecticut	13	13
Delaware	3	3
Florida	34	1
Georgia	87	0
Idaho	34	27
Illinois	11	19
Iowa	4	2
Kansas	15	13
Kentucky	57	0
Louisiana	20	2
Maine	69	35
Maryland	5	5
Massachusetts	27	19
Michigan	18	26
Minnesota	1	15
Missouri	22	5
Montana	0	9
Nebraska	0	4
New Mexico	28	4
New York	7	6
North Carolina	72	32
North Dakota	0	9
Ohio	26	17
Oklahoma	34	0
Oregon	108	10
Pennsylvania	9	9
South Carolina	1	17
Tennessee	1	7
Texas	357	NA
Vermont	44	1
Virginia	11	2
Washington	56	22
West Virginia	3	2
Wisconsin	16	18
Wyoming	0	4
TOTALS	1,353	398

N = 39

Migrant Education Staff

School district programs cannot operate without dedicated staff. One of the more difficult variables to review at the national level, however, is migrant education program staffing patterns. As is the case for most educational programs, there is no uniform method or base for the calculation of a full-time equivalent (FTE) staff member. Each state, and in some states each district, establishes the number of hours per year that defines "full-time work." Comparisons between states should not be made for this reason. Generally, a full-time certificated teacher will work a 6-hour day on a 180 day contract producing a full-time equivalent of 1080 hours per year. Classified staff must work 8 hours per day for 260 days to be considered full-time. The 31 state report of full-time equivalent data forms Table 7.

Many other types of staff are employed with migrant education funds. These include records clerks, health personnel, counselors, clerical staff, recruiters, terminal operators, and program specialists. These job classifications represent an important part of the migrant education program; however, FTE data are not available on these classifications.

Table 7

Full-Time Equivalent Migrant Education Paid Staff

State	Administrative FTE	Teacher FTE	Aide FTE
Alabama	6.80	78.67	66.50
Arizona	22.46	186.36	383.38
California	15.00	434.00	3,500.00
Colorado	11.30	87.20	45.30
Connecticut	5.70	64.40	17.90
Delaware	5.00	12.50	4.00
Florida	23.00	204.00	588.00
Georgia	NA	52.00	219.00
Idaho	75.40	216.60	242.20
Illinois	21.00	191.00	139.00
Indiana	7.00	101.00	70.00
Iowa	2.00	15.00	9.00
Kansas	3.00	60.00	60.00
Kentucky	11.50	157.00	159.60
Louisiana	11.00	56.00	83.00
Maine	7.00	161.00	NA
Maryland	6.00	NA	8.00
Michigan	14.30	62.70	80.10
Montana	NA	19.00	35.00
Nebraska	6.00	35.00	42.00
New Mexico	7.50	36.70	113.00
North Carolina	25.76	178.00	145.00
Ohio	NA	61.00	55.00
Oklahoma	4.42	65.83	57.67
Oregon	NA	63.57	125.00
Pennsylvania	12.00	68.00	60.00
South Carolina	NA	169.00	173.00
North Dakota	10	3.00	NA
Tennessee	6.10	6.00	25.20
Texas	125.00	1,406.00	1,770.00
Vermont	1.00	16.00	NA
Virginia	3.00	80.00	57.00
Washington	11.60	102.70	98.00
West Virginia	5.00	11.00	12.00
Wisconsin	NA	95.50	81.50
Wyoming	6.00	48.00	88.00

The full-time equivalent bases are not comparable across states, therefore, totals or further analyses are not provided.

Basic Skills Instruction

There are more identified migrant students than can be served with limited program funds. School districts must select the most needy students to be served given the limitations of the grant award. As a supplemental education program, top priority is given to basic skills instruction.

In this review thirty-eight states reported service to migrant students in basic skills areas (Table 8). In the 1981-82 regular school year 225,752 students were enrolled in reading classes or programs. Reading programs ranged in size from as large as 74,535 for California to under 50 for North Dakota and Tennessee. The median number per reporting state was 1,039. Instruction in reading was provided to an additional 10,999 students during the following summer.

Mathematics data were available from 39 states. In 1981-82, at minimum, 177,432 students were served nationally in math projects or classes during the regular school term. Again, program size ranged dramatically in approximately the same manner as reading programs, 74,000 to less than 50. The average state program size was 4,549. The median was 890. Summer math instruction reached 14,659 students in these nine states.

Limited data were available on other subject matter offerings. Twenty-five states reported 124,423 students served in oral language development (OLD). Eighteen states reported 10,025 students served in readiness programs during the regular term. Just under 12,000 students were instructed in OLD in the summer. Readiness programs served 2,852 students during the summer. Table 9 summarizes the data of nine states reporting summer basic skills service.

Table 8

Basic Skills Instruction -
Regular Year Programs

State	Reading	Math	OLD	Readiness
Alabama	96	686	0	0
Arizona	7,030	4,066	4,852	260
California	74,535	74,535	74,535	NA
Colorado	3,420	3,020	3,554	500
Connecticut	953	393	794	0
Delaware	309	182	NA	NA
Florida	8,682	542	1,758	3,471
Georgia	1,786	1,031	NA	1,635
Idaho	6,565	4,880	2,764	713
Illinois	666	423	385	150
Indiana	1,571	1,517	1,471	1,107
Iowa	157	55	166	0
Kentucky	4,097	4,727	2,644	NA
Louisiana	3,684	3,068	585	NA
Massachusetts	3,517	3,601	NA	710
Maine	3,859	3,859	NA	75
Maryland	645	741	850	NA
Michigan	3,713	2,685	1,164	NA
Missouri	944	1,740	605	NA
Montana	259	550	0	0
Nebraska	204	206	0	0
New Mexico	2,137	1,447	1,374	195
North Carolina	20,139	20,536	0	0
New York	1,853	1,814	0	619
Ohio	759	740	794	0
Oklahoma	1,039	890	788	0
Oregon	651	289	1,760	332
Pennsylvania	3,168	3,168	0	0
South Carolina	1,053	872	0	468
North Dakota	42	33	0	17
Tennessee	38	38	0	NA
Texas	60,579	29,949	18,171	NA
Utah	542	542	542	NA
Vermont	148	148	0	1
Virginia	559	348	0	NA
Washington	5,316	3,039	4,203	599
West Virginia	0	171	171	NA
Wisconsin	622	493	271	NA
Wyoming	415	408	222	173
TOTALS[1]	225,752	177,432	124,423	11,025

[1]All totals are potentially duplicated counts

Table 9

Basic Skills Instruction -
Summer Programs

State	Reading	Math	OLD	Readiness
Alabama	370	386	235	135
Arizona	1,405	1,136	890	108
Illinois	225	2,292	1,876	1,387
Michigan	3,948	4,003	2,201	0
Ohio	1,294	1,381	1,449	0
Oregon	305	1,624	1,520	290
Tennessee	331	413	82	32
Washington	1,783	2,083	2,340	530
Wisconsin	1,338	1,341	1,258	370
TOTALS	10,999	14,659	11,851	2,852

N = 9

The figures listed in Table 9 may or may not duplicate counts of children served during the regular school term in these states. Typically, school districts receive separate, additional grant awards to cover summer service and, therefore, students are counted each time service is rendered.

Health Services

Federal Law allows state education agencies to provide health, nutritional, social, or other support services to eligible school-aged migrant children. Each state must develop a plan for the delivery of those services, if

funded. Child health care remains an area of critical need of migrant children, and these supplementary services remain a high priority in the migrant education program.

An assessment of migrant health services shows that "health screenings" remain the primary contact with the migrant child. Typically, the screenings are a cooperative effort, enlisting school district personnel to identify students and secure parental permission and health professionals to complete visual screenings and basic tests.

Many states were able to provide screening data for this report. In the fiscal year under review, 43,450 migrant students received general screenings, usually incorporating vision tests, hearing tests, weight and blood pressure checks, and TB testing. In addition, 31 states reported health data under the classification of "physicals". The 62,512 exams in this category may include the items listed under general screening, but most times represent a complete medical examination conducted by a physician. Dental screenings were provided for 35,307 migrant children.

Instilling good health practices is an essential part of the support service for migrant children. Twenty-six states reported programs in nutrition and general health and hygiene. Instruction in health reached over 100,000 children (duplicated count) in 1981-82. Table 10 is a state by state listing of health services for 37 reporting districts.

Table 10

Health Services By Reporting States

State	Health/ Nutrition	General Screen	Physicals	Dental Screen
Alabama	476	966	341	177
Arizona	24,134	14,561	4,818	5,998
California	0	0	0	0
Colorado	1,783	2,582	793	1,885
Delaware	127	0	0	0
Florida	2,540	3,291	8,085	3,518
Georgia	1,661	0	2,096	1,845
Idaho	0	2,044	2,826	782
Illinois	3,596	1,944	917	1,731
Indiana	0	0	2,728	0
Iowa	0	311	16	27
Kansas	1,278	0	1,168	1,083
Kentucky	1,096	0	0	0
Louisiana	2,135	7,251	2,237	2,786
Massachusetts	3,211	2,146	2,188	2,188
Maine	599	0	599	0
Maryland	0	638	318	321
Minnesota	3,460	0	3,460	0
Missouri	0	67	213	0
Mississippi	337	2,388	2,300	2,218
Montana	0	585	848	776
New Mexico	3,665	0	3,665	3,665
North Carolina	4,854	0	1,891	1,891
North Dakota	1,711	535	449	566
Ohio	0	1,152	597	779
Oklahoma	1,000	0	0	0
Oregon	3,080	0	3,151	0
Pennsylvania	0	824	635	680
Puerto Rico	0	1,079	0	1,659
South Dakota	58	58	58	28
Tennessee	144	279	153	103
Texas	38,616	0	12,126	0
Utah	73	320	320	314
Virginia	1,102	429	222	287
Washington	0	0	3,123	0
West Virginia	171	0	171	0
Wisconsin	1,733	0	0	0
TOTALS	102,700	43,450	62,512	35,307

N = 37

Section 3

Student Achievement

Provisions of the Federal Law

Chapter 1, Section 556(a) of the "Educational Consolidation and Improvement Act of 1981" states that "A local educational agency (LEA) may receive a grant under this chapter for any fiscal year if it has on file with the state educational agency an application which describes the programs and projects to be conducted . . . " The section also lists the assurances that must be made by the LEA to the SEA in regard to eligibility of children, performance of a needs assessment, parent involvement and evaluation of program effectiveness.

Section 556(b)(4) further states ". . . that the local education agency will keep such records and provide such information to the state education agency as may be required for fiscal audit and program evaluation." Evaluation designs or models are not specified, however, both LEAs and SEAs must assure that programs ". . . be evaluated in terms of their effectiveness in achieving the goals set for them and that such evaluation shall include objective measurements of educational achievement in basic skills and determination of whether improved performance is sustained over a period of more than one year."

To summarize, ECIA Chapter 1 requires LEAs to conduct an evaluation that uses objective measures of educational achievement; however, the law permits SEA discretion in matters concerning evaluation and data collection for the state program. While directives for the implementation of evaluation designs have been offered for Chapter 1 - Regular programs in

the form of non-regulatory guidelines, at the time of this writing, a decision has not been made as to whether the nonregulatory guidelines regarding evaluation will hold for ECIA Chapter 1-Migrant programs.

Evaluating Migrant Education

The problems associated with the measurement of achievement of migrant students are well documented. Language deficiency and lack of social adjustment hinder test taking. The mobility factor makes it difficult to obtain matched test scores for pre-post designs. The most mobile students to whom service is prioritized are the least likely to be a part of program evaluation testing. While a prescribed set of uniform procedures for evaluation of Chapter 1-Regular programs has been developed, many characteristics of the migrant student population make these same models less appropriate for migrant education programs.

While the question of developing a system for measuring migrant student achievement at the national level is under debate, states still must comply with the Chapter 1 law. In some fashion, states must "evaluate" their operating programs, yet there are no evaluation models or guidelines for the process. This does not imply that the collection of impact data is not taking place, but rather, that the methods that have been selected by states vary considerably. The final section of this report presents several models that were in place in selected states in 1981.

Many factors influence the selection of an evaluation process at the state level. These include: availability and expertise of staff, existence of a state testing program, size of the program, and data processing capabilities. Most importantly, the evaluation must fit the program objectives. Most states have developed a method that includes the collection of descriptive data. Many have added components that collect student achievement data. As an illustration of the processes in place in 1981, four state systems are highlighted. The selected state systems presented here represent diverse models from various areas of the country. They are not, however, representative of the processes being used in the states' migrant education programs.

1. The Title I Evaluation Model A - The Norm-Referenced Model

The Title I Evaluation and Reporting System (TIERS) was developed in 1973 by the Research Management Corporation (RMC) of Mountain View, California. Three models were developed. Model A, the norm-referenced model. Model B, the comparison group model and Model C, the special regression model. The U. S. Office of Education suggested the use of the models for Title I Regular programs in 1978. While the appropriateness of the use of these models for the Chapter-1 Migrant education program is still being debated, some states have attempted to use the models on the portion of the migrant student population that could be pre- and posttested. Texas, the state with the largest migrant student population is an example.

During the 1980-81 school year, on fall-to-spring testing, 6,039 students were pre- and posttested in reading, 4,627 were tested in mathematics and 2,647 were tested in language arts. Additional scores were gathered on the

spring-to-spring testing cycle. Pre-and posttest scores were available for 5,303 students in reading, 2,047 students in math, and 360 students in language arts in Texas on this schedule.

The Texas Education Agency estimates that approximately 50 percent of the eligible migrant students are served in basic skills programs and that approximately 13 percent of those students in grades 2-12 can be pre-and posttested in the course of a calendar year in reading, with fewer being tested in the other subject areas. The Texas SEA analyzes and reports data in normal curve equivalents (NCEs). A sample of the 1980-81 Texas migrant student achievement data follows as Table 11.

Table 11

Texas Achievement Data
1980-81 Reading Fall-to-Spring Testing

Grade	N	Pretest Mean NCE	Posttest Mean NCE	NCE Change
2	683	35.2	37.6	2.4
3	883	31.3	35.8	4.5
4	974	28.5	33.1	4.6
5	848	30.8	36.9	6.1
6	821	31.1	35.5	4.4
7	843	27.2	33.3	6.1
8	604	26.4	32.6	6.2
9	177	33.6	35.4	1.8
10	87	35.6	36.5	.9
11	78	34.1	36.6	2.5
12	41	28.6	30.7	2.1

Total N = 6,039

The Texas migrant education program also employs the use of data from the Texas Assessment of Basic Skills (TABS). Administered to state fifth and ninth grade students, TABS measures mastery of reading, writing, and mathematics objectives.

The TIERS norm-referenced model also was used by the states of South Carolina, Colorado, Alabama, Oklahoma in 1981.

(2) Pre-post Matched Scores, Standardized test - TIERS not used.

Florida is another "homebase state," with the third largest number of eligible migrant children. The state served approximately 15,000 students each year in compensatory educational programs. The program emphases are early childhood education, math and language arts tutorial programs, English as a second language (ESL) and dropout prevention. Evaluation of these programs is carried out by the SEA Compensatory Education office.

Separate evaluations are conducted for each program. The migrant early childhood program was assessed on the basis of posttest scores on a criterion-referenced Early Childhood Assessment Kit. The 1,086 kindergarten and first grade students in the language arts program were assessed in pre-reading skill development on the Stanford Early School Achievement Test Battery (SESAT).

Assessment data for grades 2-12 in language arts were derived from a spring administration of the Stanford Achievement Test. Math students were rated using the Comprehensive Test of Basic Skills (CTBS).

A majority of the Florida migrant student population leaves the state in early spring. For this reason it is particularly difficult to obtain matched scores on a large number of students. In 1980-81, approximately one-third (880) of the language arts tutorial program students were pre- and posttested on the Stanford Achievement Test.

The Florida SEA analyzed and reported data from this program in scaled scores. An example of Florida achievement data reporting is presented in Table 12.

Table 12

Florida Achievement Data
1980-81 Language Arts Spring-to-Spring Testing

Grade	N	Av. Scaled Score 1980	Av. Scaled Score 1981	Gain
3	251	125.	131.3	6.3
4	211	128.8	139.9	11.1
5	154	134.8	141.6	6.8
6	120	144.0	152.1	8.1
7	71	141.0	149.3	8.3
8	73	148.7	156.2	7.5

Total N = 880

Note: Florida has since changed testing procedures for this program.

Pre-post designs using standardized tests also were used by the states of Mississippi, Kentucky and Nebraska for at least a portion of the states' programs.

3. Criterion-Referenced Testing (CRT)

Criterion-referenced tests yield measurements of specific learning objectives. The data are interpretable in terms of a specified domain of tasks. Student performance is described by reviewing skill mastery rather than by comparing the student's position in relation to the position of students in a known group.

Advocates of CRT feel that performanced-based testing provides data that are useful at the classroom level for diagnosis and placement, as well as for program evaluation. New York State has undertaken an ambitious program evaluation utilizing these types of tests.

The evaluation of the New York Migrant Education program is prepared in the Office of Elementary, Secondary and Continuing Education Planning and Support Services for the Office of Educational Opportunity Programs. To summarize data for state reporting, a set of procedures was developed that enabled districts to use varied objectives, tests and plans of data collection. Data were edited at the state level, then summed by subject, grade and skill.

In 1980-81 New York reported the achievement levels of 1,500 migrant students. Over 1,600 testings of readiness skills, 23,000 testings of reading skills, and 1,800 testings of mathematics skills were reported. The New York Migrant Education Evaluation Report presents two types of information. Skill summaries list criterion skill area, number of attempts, number of successful attempts and percentages for all students tested. A second series of reports details skill mastery by grade and by student category. An example of New York's state level skill summary is presented as Table 13.

Table 13

New York Achievement Data
1980-81 Criterion Reference Testing

Numbers, Operations, and Applications
Skills Tested

Criterion Skill Area	Number of Attempts	Successful Attempts	
		Number	Percent
Preoperational Concepts: Equivalence, Equality, Order, Number, Numeral, Fewer, More	122	114	93.44
Whole Numbers	41	36	87.80
Fractions (Positive Rational Numbers and Zero)	170	145	85.29
Decimals	31	27	87.10
Real Number System	14	12	85.71
Addition: Concepts and Skills	211	193	91.47
Subtraction: Concepts and Skills	205	184	89.76
Multiplication: Concepts and Skills	134	118	88.06
Division: Concepts and Skills	85	72	84.71
Properties of Operations and Relations	115	100	86.96
Numeration Systems	58	33	56.90
Number Sentences	24	16	66.67
Estimation, Rounding	35	19	54.29
Place Value	119	95	79.83
Number Lines	1	1	100.00
Total in Category	1,365	1,165	85.35

Several states use variations of the CRT model. The state of Louisiana developed its own CRT for state use in 1979. The test is administered as a pre-and posttest, and percentages of skills mastered are reported by grade and subject. Michigan and Arkansas also used CRTs for all or part of their state migrant education program evaluation in 1981.

4. State Assessment Programs

Many states have enacted legislation that provides a plan for some form of continuous assessment of state school children. Washington State, for example, tests all fourth grade students with the California Achievement Test (CAT) each October. Teachers designate students within special programs such as Bilingual or Chapter 1-Migrant, and comparisons of migrant children can be made with other fourth grade students, with other compensatory program students and the national norm group. District, special program, and state level reports are available in raw scores, scaled scores, percentiles, and NCEs.

In the 1980-81 school year, 55,776 fourth grade students were tested in Washington State. Five hundred thirty-three of these were migrant students. The data show the relative standing of the group in relation to non-migrant children and the norm groups. All migrant children are tested in all subjects, even though they may only be receiving service in one area. This may account for the percentage of students falling in the top quarter.

The use of state assessment data allows student achievement to be viewed over time. Table 14 presents a sample of the Washington State Assessment program data for the 1979-83 school years. The blocks contain the percentage of migrant students in each quarter. The data show a group of children clearly in need of service and an upward trend in the percentage of students scoring in the middle range. While the courses of these shifts cannot be pinpointed, a general improvement in achievement levels of migrant children over time can be noted.

Table 14

Washington Achievement Data
1979-83 Mathematics Fall Testing

	NORM	1979	1980	1981	1982	1983
	25%	14%	10%	14%	12%	11%
	25%	21%	21%	19%	23%	24%
	25%	30%	34%	33%	29%	38%
	25%	36%	36%	34%	36%	27%
Number of Students		(545)	(533)	(572)	(605)	(478)
Median Percentile Rank 50		38.0	37.5	38.0	37.5	40.0

Two other states, Arizona and North Carolina, used state testing program data to assess migrant student achievement in 1981.

The four state examples presented here represent known models of program evaluation and student assessment. Each has evolved because of the nature of the state's migrant student population and other political and practical considerations within the given state.

The examples are not presented for the face value of the data. They are offered, however, as evidence of state-initiated efforts to evaluate educational programs for migrant children. There are also several other approaches used that are not described here. The data from this wide variety of approaches cannot be aggregated to produce a national report of migrant student achievement. That is not the point or a recommendation. As other sections of this report have noted, the migrant student population differs by state. Shifts in the population within a calendar year produce very different needs for schooling, and each state must select an appropriate program evaluation design given its resources, state policies and program variations.

As a final comment, note that the evaluation designs presented here only review educational program impact. This report has attempted to point out the diversity and extensiveness of migrant program services. In addition to the review of educational impact, many state reports also contain a review of the full set of objectives listed in the state plan. The reader is directed to each state's report of annual service for a more comprehensive view of state program evaluation.

Summary

A review of the activities authorized under ECIA Chapter 1-Migrant (P.L. 97-35) indicate that extensive, supplementary educational services are being rendered to the children of migrant laborers via state migrant education programs. In fiscal 1981:

- 618,526 children and young adults were eligible for service and were registered on the MSRTS (duplicated count).
- 392,824 of those children were registered with a grade level designation. Available information shows that the highest concentration of eligible migrant students is at the lower elementary level.
- 2,006 school districts in the United States serve migrant children. This is 14% of the total number of districts in the nation.
- 61 percent of the states concentrate service during the regular school year. Twenty-two percent have more extensive summer programs. Seventeen percent balance service between both or run year round programs.
- 225,752 migrant children were served in regular year reading programs in 38 states. A total of 10,999 received summer instruction.
- 177,432 migrant children were served nationally in math programs in the regular school term in 39 states. A total of 14,659 students in nine states received math tutoring or classes in the summer months.
- 124,423 migrant students were instructed in oral language development in the 25 reporting states in the regular school year. An additional 11,851 received summer oral language development instruction.
- 11,025 migrant children were enrolled in preschool or readiness programs in the September through June time-frame. A total of 2,852 preschoolers were assisted in the summer.
- 43,450 general health screenings were provided through migrant education funds.
- 62,512 physical exams were reported during fiscal 1982.
- 35,307 migrant children were provided dental screenings.
- Over 100,000 (duplicated count) received health instruction.

States are required to evaluate the impact of migrant education programs. Evaluation designs currently being used include the TIERS Model A, pre- and posttesting, criterion referenced testing and assessment models. Legally, each state is responsible for selecting an approach that is appropriate for its migrant student population and program.

Annual reports detailing each states' migrant student population, describing services rendered and listing available impact information, are available from the Director of Migrant Education in each state.

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